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ABSTRACT

This report focuses on the implementation of applied baccalaureate degrees at two-year colleges and includes a sample agreement from an alliance of five State University of New York (SUNY) Colleges of Technology. The report provides the following information: (1) a discussion of the objectives of implementing baccalaureate degrees at two-year colleges; (2) information on colleges that currently offer four-year degrees, indicating that 61 colleges did so in 1997; (3) a list of seven colleges offering such degrees and the programs they offer; (4) a description of Pennsylvania State University's plan to offer baccalaureate degrees at 14 branch campuses; (5) discussions of research and other writings that point to the value of baccalaureate degrees; (6) brief descriptions of initiatives undertaken in Arizona, the SUNY Colleges of Technology, and Utah Valley Community College (UVCC); and (7) a description of the implementation process used at UVCC, including a 3-phase model presented to the State Board of Regents. Contains 13 references. The attached agreement for the five Alliance members (Alfred, Canton, Cobleskill, Delhi, and Morrisville Colleges) describes the purpose of the Alliance (i.e., to share resources and gain approval to offer baccalaureate programs); initial steps for implementation; guidelines for academic program coordination; the Bachelor's in Professional Studies degree; administrative services; and financing. The Alliance budget for 1996-97 and an organizational chart are appended. (HAA)

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REPORT
THE APPLIED BACCALAUREATE: A NEW OPTION IN HIGHER EDUCATION IN THE UNITED STATES
MAY, 1997

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TABLE OF CONTENTS

Page

Discussion 1

Survey of Two-Year Colleges Offering Four-Year Degrees 1

Sample of Baccalaureate Degrees Offered at Two-Year Colleges . 2

PENN State's Commonwealth Plan 2

Bureau of Labor Statistics 3

Burke and Garmon Article, Community College Journal 3

Survey, Office of Vocational Education 4

Arizona's Initiative to Offer Applied Baccalaureates 5

Alliance, SUNY Colleges of Technology 5

Strategies to Implement Change Within the State 5

Institutional Implementation Process 6

Bibliography 8

REPORT

Applied Baccalaureate
May, 1997

1. Discussion:

The objective of the initiative to provide applied baccalaureate degrees at two-year colleges is to assist students to realize their educational goals, to better serve the needs of business and industry within the state, and allow two-year colleges to more effectively and efficiently achieve their mission.

Most programs within two-year colleges fit the two-year time-span well. However, in a growing number of programs two years is not sufficient time to complete the course work. In addition, an increasing number of students desire to continue their education on to the baccalaureate in their area of specialization. Four-year institutions are often either unwilling or unable to adjust their programs to the needs of these students.

Students that aspire to complete their education at traditional four-year colleges often find that the sequence of the programs do not fit the course work they have previously experienced or a four-year program with an applied emphasis does not exist.

A creative solution to this problem is to allow two-year colleges to offer applied baccalaureates in certain selected programs. This would allow the focus of the course, the sequencing and the level of instruction to be tailored to the needs of the student and the employers who hire them.

2. Survey of Two-Year Colleges Offering Four-Year Degrees:

Peterson's 1997 Guide to Two-Year Colleges lists 61 colleges that offer baccalaureate degrees. The listing includes 25 proprietary schools, 22 independent colleges, 13 state colleges, and 1 federal college.

3. Sample of Four-Year Degrees Offered at Two-Year Colleges:

University of Maine at Augusta (State)
- Business Administration
- Jazz and Contemporary Music
- Liberal Arts
- Public Administration

Vermont Technical College (State)
- Architectural Engineering Technology
- Electromechanical Engineering Technology

Utah Valley State College (State)
- Business Management
- Computer Information Systems
- Technology Management

Penn State Delaware County Campus (State)
- Bachelor of Science in Business
- An array of 4-year degree programs will be offered through Penn State's new Commonwealth College

Pennsylvania College of Technology (State)
- Bachelor of Science in Physician Assistant
- Automotive Technology Management
- Nursing
- Technical and Professional Communication
- Computer Aided Products and Systems Design

Paul Smith's College of the Adirondacks (Private)
- Bachelor of Science in Natural Resource
- Hotel, Resort, and Ecotourism
- Culinary Arts and Service Management
- Bachelor of Science in Liberal Arts

Newbury College, Brookline MA (Private)
- Business Administration
- International Business
- Accounting
- Legal Studies
- Health Care Management
- Computer Technology
- Psychology

4. Penn State Commonwealth Plan:

Penn State has developed a Commonwealth Plan, approved by the Secretary of Education, that authorizes 14 of their 17 branch campuses to offer baccalaureate degrees. The plan is based on a study of enrollment trends, current demographics and

employment projections. The survey involved faculty, students, advisory committees, legislators, and community leaders. The Plan does not add any new campuses, it simply makes four-year degree programs more available to place-bound students.

To gain approval by the state Secretary of Education, the individual branch campuses had to provide sufficient documentation. Three of the 17 campuses must resubmit and provide further documentation.

Penn State considers the restructuring as critically important to its future and for the future of higher education in Pennsylvania. The objectives of the restructuring were to allow the university system to be more responsive to changes occurring in the state, to avoid unnecessary program duplication and make it easier for students to continue toward their degree goals.

In the opinion of those involved, the Commonwealth Plan is good for students and it is good for the state. It is a recognition that there are many students who aspire to continue their education, but simply cannot transfer to University Park.

5. Bureau of Labor Statistics:

Projections from the Bureau of Labor suggest that jobs requiring four-year degrees will experience higher than average growth through the year 2005.

6. Burke and Garmon: Article

Thomas Burke, President, and John Garmon, Vice President for Academic Affairs, of Kansas State Community College, wrote an article entitled, "The Community College Baccalaureate." Their article discusses the possibility of a community college baccalaureate degree. Burke and Garmon state that this degree would offer an alternative to the traditional bachelor's degree for students in occupational fields desiring further education. Burke and Garmon indicate that such a program would offer students a chance to complete their bachelor's degree in a field that is market current.

Burke and Garmon argue that working adults, single parents, ethnic minorities and place-bound people need the opportunity to earn specialized technical baccalaureate degrees. Often they cannot complete traditional bachelor's degrees because they cannot relocate, they have insufficient funds and are held back by transfer restrictions. They find transferring to a four-year college is often frustrated by poor communication, inconvenient distances, a lack of trust and reluctant cooperation.

The authors also feel that as educational suppliers, we should be willing to change in response to consumer demand. They believe our education should become more readily available and more accommodating to the students' sense of space and time. They observe that while colleges and universities have felt the pressure of new expectations, most institutions resist it and preserve their commitment to traditional academic calendars and modes of instruction.

Burke and Garmon recognize that adult students are the fastest growing segment of the college market and that their needs cannot always be met in traditional ways. They believe that the community college baccalaureate is an "idea whose time has come."

The authors make reference to Peter Drucker's "The New Knowledge Society" a society in which the well educated specialist is required. The primary promise of the community college baccalaureate would be to provide specialized career-focused education. Drucker says that the traditional liberal arts education will not be sufficient for the knowledge society of the next generation.

7. Survey conducted by the Office of Vocational Education:

A survey was conducted by W. Grubb for the Office of Vocational and Adult Education between the years 1984-1990 and compared income with program participation. The benefits of different levels of education were as follows. Both certificate and associate degrees were found to increase the earnings of those who received them, but not as much as a baccalaureate degree. Some kinds of postsecondary education provided no economic advantage at all, and completion of a certificate proved more beneficial than years of college without a credential.

8. Arizona's Initiative to Offer Applied Baccalaureates:

Carol Springer, an Arizona state senator wants to allow community colleges to offer baccalaureate degrees in certain subjects. The plan is being resisted by the state board of regents, but it is receiving considerable support from the state legislature. Arizona University views the move as an encroachment on their territory and say the proposal would prove costly and duplicative.

President Linda Thor at Rio Salado Community College wants to offer baccalaureate degrees in subjects such as fire science, mortuary science, police science and chemical dependency. She said that the college is not interested in replacing the programs at the University, but offering baccalaureate degrees in instances where no reasonable option is available. Thor is puzzled at the resistance from the University Lobby. She sees the direction as a win/win situation. The students win because most have families and jobs and cannot relocate to the metropolitan universities. The universities win because they are not really interested in offering many of the programs we offer such as chemical dependency.

9. Alliance, SUNY Colleges of Technology:

To provide students with an improved technical education, to maximize strength through collective effort and to conserve resources, the five Colleges of Technology have formed an Alliance. This affiliation will allow the member colleges of the Alliance to minimize program duplication, enhance specialization, and reduce overhead.

In addition to maintaining the emphasis on associate degrees and certificates, the Alliance would like to gain approval to offer specialized bachelor's degrees in certain disciplines.

10. Strategies to Achieve the Applied Baccalaureate:

Utah Valley Community College converted to a four-year college offering a limited number of baccalaureate degrees and at the same time preserved its philosophy and role as a two-year college. This is not precisely the direction the SUNY Colleges of Technology wish to go, but the strategies employed to bring about substantive change is an appropriate model.

To initiate the change required three formal actions external to the college. The actions included, approval of the Board of Trustees, legislative authorization, and approval of the State Board of Regents.

A proposal was presented to the Board of Regents after considerable study, hearings, and deliberations. A need analysis was conducted surveying a broad-range of students and a variety of constituencies. Independent research firms were included in the survey to add validity to the data.

The need analysis involved the following:

Student demand
Market demand
Placement history

The need analysis indicated substantial support for the change by registered voters, high school students and recent graduates from UVCC. A professional, credible approach to change involving curricula structured and faculty hired with appropriate credentials to meet the identified needs. The approach was verified by the Northwest Association of Schools and Colleges and reviewed by in-state agencies and professional organizations including the State Board of Education, National League for Nursing and the accrediting Board for Engineering Technology.

In summary, the change was planned, deliberate, professional and fully credible. The three new degrees offered at UVCC are a Bachelor of Science in Business Management, a Bachelor of Science in Computer Science/Information Systems and a Bachelor of Science Degree in Technology Management.

11. Institutional Implementation Process:

To implement the change, Utah Valley Community College prepared by careful planning, coordination and work. An integral part of the effort was the development of necessary resources to provide a quality educational environment and experience for students. This required additional faculty and staff, enhanced library and equipment and an expanded funding base.

The model prepared for the Board of Regents included the following:

Full data on costs, 5-year projections
Enrollments projections
Program offerings
Deployment of faculty
Quality safeguards
Accreditation process
Library requirements
Other requirements

The model was developed following a three-phase process of study and analysis.

Phase One

A. Establishment of overall goals
B. Strategy for offering selected baccalaureate degrees while preserving the two-year college mission
C. Identification of program areas for the baccalaureate

Phase Two

A. Intensive analysis of program areas under consideration
B. Development of curricula and examination of issues

Phase Three

A. Finalizing cost data for selected degrees
B. Determining a realistic implementation schedule
C. Preparing a final report for the Board of Regents

After receiving the proposal the Regents held a series of meetings and hearings. The modified proposal went onto the Utah Legislature for review and funding. After a successful legislative session the curricula received a system review.

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State University of New York

University Colleges of Technology Alliance

Alfred
Canton
Cobleskill
Delhi
Morrisville

May, 1996

The University Colleges of Technology Alliance

Purpose. The University Colleges of Technology of SUNY have agreed to form an Alliance to strengthen themselves in a very competitive environment. The premise of the Alliance is that cooperation and sharing will:

- provide access to high quality technical educational programs and services to students in the most cost-effective manner;
- improve learning outcomes for students and improve student placement either in the workforce, at a transfer institution, or in an Alliance bachelor's program; and
- increase student enrollment and retention.

Partners. The Alliance partnership includes Alfred, Canton, Cobleskill, Delhi and Morrisville Colleges. The Alliance agenda will include first developing projects among the partners to strengthen the individual colleges and the Alliance as a whole. Secondly, the Alliance will pursue partnerships with other SUNY groups, such as the Community Colleges or one or more of the other SUNY units. In addition the Alliance may also enter into agreements with corporations or agencies in New York State or with other countries, if the above purposes are served. In fact, all activities of the Alliance will be determined based on whether or not they move the Colleges toward these three purposes.

Preserving the Strengths and Character of the Individual Colleges. The Alliance seeks to substitute cooperation for competition and specialization for duplication. However, each college of the Alliance will seek to develop individual strengths and preserve individual character.

Relationship With SUNY System Office. The Alliance will build a strong relationship with SUNY and work directly with a liaison named by the Provost's Office to advance the Alliance agenda. The Alliance partners will demonstrate to SUNY cooperative behavior, flexibility, responsiveness, and results. In return, the Alliance will ask SUNY to support policy and procedural changes that will make it possible for the Colleges to recreate themselves. The Alliance will also seek budget support for technology and other initiatives which will advance its purposes.

First Steps. The Alliance partners agree to use this document as a guide for working together to achieve the purposes of the Alliance. As first steps, the Alliance will begin work on the following:

(1) The Alliance partners will develop a process to determine, as a group, which academic programs proposed by Alliance partners should move forward to the Provost's Office, including all of those currently under consideration, and that all future program proposals advanced by Alliance partners will need the approval of the Alliance before being forwarded to SUNY.

(2) The Alliance partners agree to develop standards for mandatory placement testing and course placement in mathematics and English of all incoming students.

(3) The Alliance partners agree to develop similar standards for behavior for students, dormitory living and waivers, and other similar matters.

(4) The Alliance partners agree to standardize to the degree possible all fees and costs of rooms and guarantee rates for two years.

(5) The Alliance Presidents agree to participate in team building exercises and the use of facilitators to mediate difficult matters when necessary. In addition the Alliance agrees to use the principles of TQM and teamwork to advance its agenda. The Partners agree to provide the training and the facilitators necessary to do this in all workgroups.

(6) The Alliance partners will develop an initial draft of a comprehensive plan by October 1, 1996. Work on projects mentioned in this draft will begin immediately, while the planning of longer-term projects will begin this fall.

(7) Those Colleges in the Alliance that currently have access to two-way audio, two-way video capabilities will pilot-test delivery of courses this fall in two or more of the colleges.

(8) The Alliance has formed an Alliance Technology Group of faculty and technical people to inventory the current technical capabilities of the Alliance partners and to develop future objectives which advance the purposes of the Alliance. Plans will be made to test various types of technology used to teach, to share current successes, to provide training for various groups, etc. The Alliance partners agree to provide the resources necessary for faculty development identified by the Technology team.

(9) The Alliance will identify consultants who will determine marketing directions to promote Alliance activities and to create an enhanced image for the UCT's.

(10) The Alliance will create a team to pursue grants and contracts that advance the activities of the Alliance.

(11) The Alliance will pursue outreach activities to ensure that various groups understand and support the Alliance including the Legislature, SUNY, business and industry, etc.

Academic Program Coordination. After initiating work on the "first steps", the Alliance agenda for the next one to three years needs to get underway. The following items are from the NCHEMS Study. As appropriate to the task force, each will address issues such as the following:

- Ensure continuing substantive leadership related to the programmatic area between and among the Colleges of Technology on curriculum development, resource sharing and marketing.

- Entering into agreements between and among the Colleges of Technology to enhance access, quality, and productivity either across all Colleges or between and among two or more Colleges. This could include, but should not be limited to:

  - Developing common core curricula and a common course numbering system.

  - Extending courses or programs to new sites where there is a need but insufficient resources.

  - Strengthening an existing program through sharing of faculty or other resources.

  - Developing course modules for delivery to other Colleges of Technology through computer and/or video-based technology.

  - Providing, when feasible, for student mobility among the Colleges.

  - Developing materials that could be delivered in alternative formats or calendars (e.g. compacted course, "cohort" programs, summer sessions).

  - Developing Alliance-wide faculty development initiatives related to the programmatic area.

  - Increasing the communication with external constituencies, especially key employers/industry representatives (e.g., the dairy industry).

  - making effective and efficient use of special physical assets across all the Colleges of Technology. This point is emphasized because of the Alliance assumption that basic facilities such as farms are likely to be maintained at each site whether or not the College of Technology at that site has, in itself, the full range of programs to make use of these facilities. The aim will be to increase utilization and achieve cost savings through improved use for the Alliance as a whole.

- development of common academic core, registration, and student accounts.

The following groups will be convened as soon as possible:

Program	Convener	Membership
1. Agriculture	Wing	Cobleskill, Morrisville, Alfred
2. Engineering Technology	Rezak	Canton, Alfred, Morrisville
3. Public Safety	Kennedy	Alfred/Canton
4. Allied Health	Kennedy	All
5. Natural Resources	Woodward	Cobleskill, Alfred, Morrisville
6. Hospitality Management	Duncan	Delhi, Morrisville, Canton, Cobleskill
7. Developmental Education	Kennedy	All
8. BPS	Rezak	All
9. Core Competencies	Duncan	All
10. Business and Management	Woodward	All
11. Liberal Arts	Duncan	All
12. Early Childhood	Wing	Cobleskill, Canton, Morrisville

The Bachelor's in Professional Studies. This Alliance degree will be an important component of the Alliance project. The degree would be one that:

- Would be available on each campus.
- Is capstone to vocational/technical associate degrees offered at the Colleges of Technology (predominately adds general education and businesses courses and, where appropriate, additional work in technical fields).
- Could have components taught by existing faculty on each of the Colleges of Technology campuses.
- Would have selected courses developed by the Alliance and taught through the use of technology.

- Would expect that the students seeking the degree would be primarily those who completed their first two years on the campus.

Administrative Services. Alliance partners will pursue possible administrative cost reductions. Administrative Services include such things as purchasing, budgeting, personnel, and payroll. However, the colleges will continue to pursue arrangements regionally if such arrangements bring greater or more immediate cost reductions.

Use of Technology. The individual colleges agree to improve their infrastructure to the degree possible and to pursue funding for joint projects to increase connectivity, the sharing of resources, and faculty development. Using technology as a tool to improve student learning will be promoted and supported by the Alliance. Faculty groups will study, test, and use technology of all sorts in various learning settings to test its effectiveness in improving student learning. This information will be shared across the Alliance and will be used to decide which investments should be made in technology. Technology will be one of the distinguishing features of the Alliance partners, both in terms of programs taught and the tools for teaching and learning.

Alliance Financing. The Alliance has proposed two budgets -- an operational budget of $1.5 million and a technology budget of $1,780,000.

Organizational Structure. The UCT Alliance Presidents and the SUNY Liaison will form an Executive Team and operate by majority rule. A chair selected from among the Presidents by majority vote will serve on an annual basis to organize the meetings and move through the agenda. The chair can choose to bring in an experienced facilitator when progress is impeded by disagreements. Members of the team will share Alliance responsibilities by agreeing to specific assignments. The Team will confer frequently to set groups in motion, develop plans, and evaluate programs. See Appendix B.

Annual Review. A five-year plan will be developed for the Alliance and reviewed annually. Individual colleges will be asked to renew their commitments to the Alliance annually.

UCT Advocacy Board. The UCT Alliance will form an Advocacy Board whose purpose will be to give feedback on major Alliance initiatives, to help allocate resources for Alliance projects, and to promote Alliance Colleges throughout New York State and the region. This board will meet twice a year.

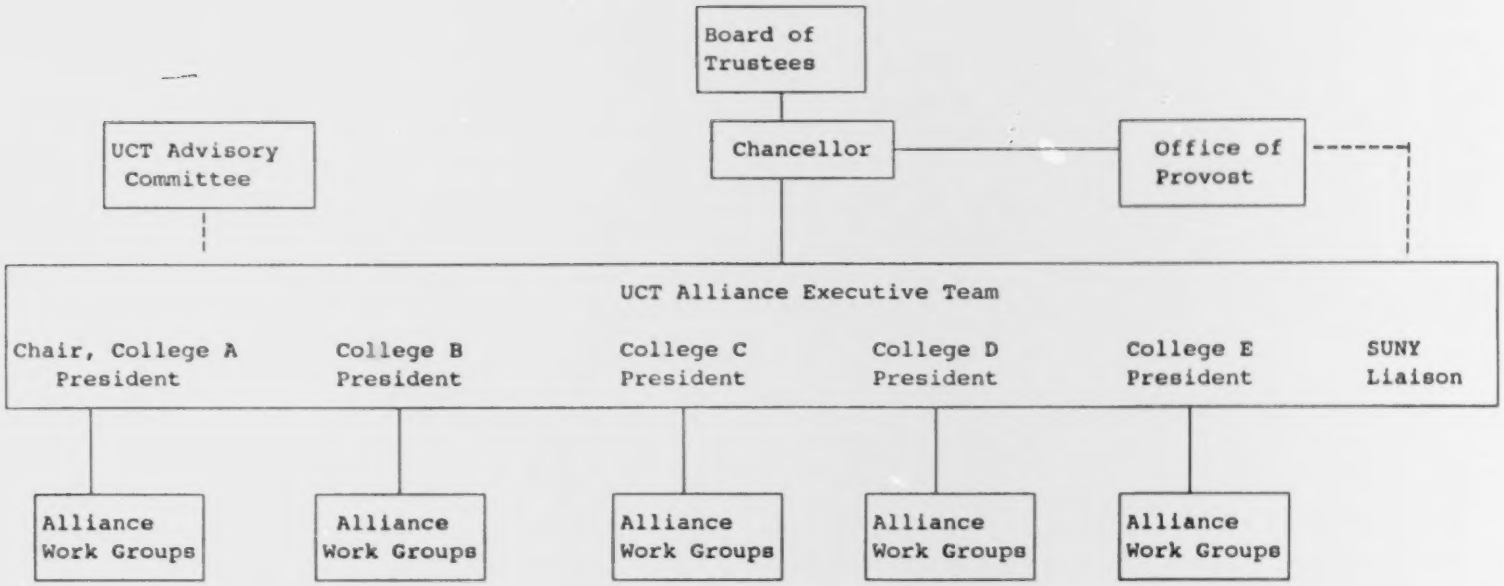
Appendix A

ALLIANCE BUDGET 1996-97

Enrollment Development		$ 500,000
Creating an Image for the Alliance		
Marketing Research		
Media Development, Home-page Internet		
Teambuilding with Admissions/Public Relations		
Staff Development		
Academic Development		500,000
Program Planning/Sharing		
Preparing Existing Programs to Deliver to New Sites		
Support for Curriculum Teams		
Faculty Development		
Venture Fund to Stimulate New Ideas		
Administrative Efficiencies		300,000
Support for Work Groups		
Consultants (e.g. SCT Banner)		
Programmers		
Software		
Faculty and Staff Training		
Development/Expanding the Resource Base		100,000
Support for Alliance Teams		
Fundraising Consultants		
Media to Support Fundraising Efforts		
Staff Development		
Alliance Administrative Costs		100,000
Executive Assistant for Alliance Chair		
Consultant		
Secretarial Assistance		
	TOTAL	$1,500,000

Appendix B

UCT Alliance



Agreement

The University Colleges of Technology Alliance

The Presidents of the five University Colleges of Technology of SUNY agree to the terms of the Alliance as stated in the preceding document.

Alliance

President, Alfred

President, Canton

President, Cobleskill

President, Delhi

President, Morrisville

Endorsements

SUNY Trustee, Chair

SUNY Trustee, Alliance Liaison

SUNY Chancellor

SUNY Liaison